

SHELTON STATE COMMUNITY COLLEGE LIBRARY STATISTICAL SUMMARY
October 1993--August 1994

Circulation Summary			
JC/Books	5,237	TC/Books	403
JC/AV Software/Hardware	2,147	TC/AV Software/Hardware	1,174
JC/Vertical File/PB	57	TC/Periodicals	80
JC/Best Sellers	457	TC/Reserves/Vert. File	1,208
JC/Total to 8/30/94	7,934	TC/Total to 8/30/94	2,847
JC Average Monthly	*721	TC Average Monthly	258

Microfilm Summary/Jr. College Library	
Cumulative # Titles on Microfilm	142
Cumulative # Reels of Microfilm	3,316

Holdings Summary/Cumulative Totals	
JC/Classified Books	33,771
TC/Classified Books	2,576
TC/Unclassified Books	1,066
TOTAL Books	37,413
JC/Audiovisuals	1,934
TC/Audiovisuals	2,461
TOTAL Audiovisuals	4,395
JC/Periodical Subscriptions	300
TC/Periodical Subscriptions	90
TOTAL Periodical Subscriptions	390

Copy Machine Receipts

JC Cumulative Total	\$ 11,818.86
TC Cumulative Total	942.55
TOTAL	\$ 12,761.41

*Reserve statistics were discontinued for FY 1993-94 because of manhours involved in calculation; estimates are 1000/month.

MEMO

To: Dr. Debbie Grimes

From: Dr. Tom Umphrey

Date: Thursday, June 30, 1994

Subject: Congratulations!

Congratulations on the completion of barcoding our resource materials. This was and is, a tremendous task that takes organization and commitment. I also appreciate you letting me know of the volunteers who assisted with the project. Teamwork is very important with any project!

Please express my appreciation to your staff for their diligence and loyalty. Their work benefits thousands of students each semester. I truly believe we have the top library staff in the state!

Keep up the good work!

SHELTON STATE COMMUNITY COLLEGE LIBRARY
MEMORANDUM

File

TO: Arthur Howington
FROM: Debbie Grimes
RE: ACRL/AECT Standards
DATE: September 7, 1994

I have just reviewed the 1994 "Standards for Community, Junior, and Technical College Learning Resources Programs" and compared them to practices and activities at Shelton State. This is part of my regular review of library services.

Although I will be glad to share with you a review of the entire set of standards, I would like to point out in this report only those areas that are of concern to me. Standards are printed below in italics, followed by my response.

1.3 All component units of the learning resources program, whether administered centrally or by campus units, shall be clearly defined.

2.0 The responsibilities and functions of the component units of the learning resources program within the institutional structure shall be clearly defined.

I am waiting approval of plans for the Fredd Campus and hoping that clarification is forthcoming.

2.1 The duties and responsibilities of the chief administrator of the learning resources program shall be clearly defined within the institutional structure.

I finally located the "official" job description for the Director of Library Services. As indicated in my memo of September 6, it needs revision, particularly in regards to reporting structure and services on the Fredd Campus.

3.0 Sufficient and qualified professional and support staff should be available to implement the services for which the program is responsible.

As we have discussed, Shelton State fails to meet even the minimal staffing requirements for a college of this size. We have far too few staff members for the responsibilities and services we are currently supporting. ACRL/AECT standards indicate that a college with 3000-4999 FTE should have one administrator, 5-7 professional librarians, 5-8 technicians, and 4-8 other staff members, with a total between 15 and 24 employees; we currently have only 9 employees to serve three campuses. Requests for additional staff and librarians have been submitted on several occasions, with reinforcing recommendations from the Subcommittee on the Library and the Self-Study Report.

3.2 Professional staff should belong to and participate in library, learning resources, media, and other appropriate associations. Professional development should be encouraged through direct financial support of attendance and participation in local, state, and national organizations.

As for all faculty members, financial support for attendance and participation in professional organizations is limited at Shelton State. All professional librarians are active participants in professional organizations and are actively pursuing professional development; however, more interaction at regional and national levels is needed. This is particularly true given the entrenched nature of a small staff with no stimulus from new people or new activities at the college.

3.3 The changing nature of learning resources programs and ongoing changes in technology mandate regular staff participation in continuing education.

Although the entire library staff is learning a great deal as we bring the automation system online, there is a need for regular learning opportunities. One of the objectives in this year's plan is to identify staff needs and interests for professional development and to develop a means of providing it.

3.4 Technical and classified personnel should have appropriate specialized training or experience. Classification, status, and salary should be equivalent to those provided for other institutional employees with similar qualifications.

At least three library staff positions do not have appropriate classification, status, and salary. These need to be upgraded as soon as possible, particularly one position that has been overlooked for several years.

4.1 An ample and stable budget should be based either on a percentage of educational and general budget totals for the institution as shown in Table B or based on a dollar amount per full-time student equivalent as shown in Table C.

The budget is stable only in the sense that it has not grown in many years and has, in fact, been in decline. Table B indicates that all institutions should provide between six and nine percent of educational and general expenditure budgets for learning resources. The last report sent to SACS indicates that Shelton State provides only 0.1% (one-tenth of one percent) of its E&G budgets for learning resources.

4.4 The learning resources budget should provide stable funding for contractual services, equipment and materials replacement, and for maintenance of automated public and technical services.

I am concerned that we will have to divert funds previously expended on collection development to maintain the technical services and the automated system. This will leave a shortfall in funds for collection development.

5.2 Services provided should meet the instructional and informational needs of students, faculty, staff, and administration; should provide professional assistance; and should include a minimum of information access provision for students in off-campus sites.

Although we serve the Skyland Boulevard Campus well, we do not provide adequate support of instructional programs on the Fifteenth Street or Fredd Campuses. We are waiting for administrative approval to develop services for the Fredd Campus.

5.3 Necessary equipment to access information and to assist instruction should be available and efficiently managed.

Many equipment needs are unmet within current budget constraints.

6.3 The collection shall be of sufficient scope and currency to support the curriculum as well as meet individual information needs of students and faculty.

Diminishing funding for collection development is insufficient to keep collections up-to-date, particularly in light of campus and curricular additions. However, the current staff is already at overload capacity and has no time to assume further collection development responsibilities.

Standard Seven: Facilities

The college currently meets none of the standards on space and facilities designated for learning resources activities and programs. Although all of the issues identified in the "Standards..." were included in the library building program submitted to the architects, I remain uncomfortable with the plans and restrictions imposed by the architects. I am hoping that some of my concerns have been addressed in the latest drawings, but, not having seen any drawings for two months, I am quite concerned that the new campus library will be inadequate from its beginnings.